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ABSTRACT

This program, in two sections, provides a concise introduction to Transactional Analysis (TA) and some practical applications for its use in the field of career development. Lectures and demonstrations show how Transactional Analysis techniques were used in initiating Career Development Programs with teachers, parents, and students. The presentation includes a brief history of TA, and discussions of ego states, life positions, transactions, strokes, time-structuring, and contracting. The premise of the presentation is that student development and career development are mutual concerns. In order for a student to make accurate and meaningful decisions regarding careers it is necessary for her/him to develop adult thinking and maintain an all-OK attitude. TA principles can be used to assist students in attaining this maturity in decision-making so that they will be able to assimilate career information into legitimate potential career directions and choices. A set of slides, used in the original presentation, is not included. (Author/SJL)

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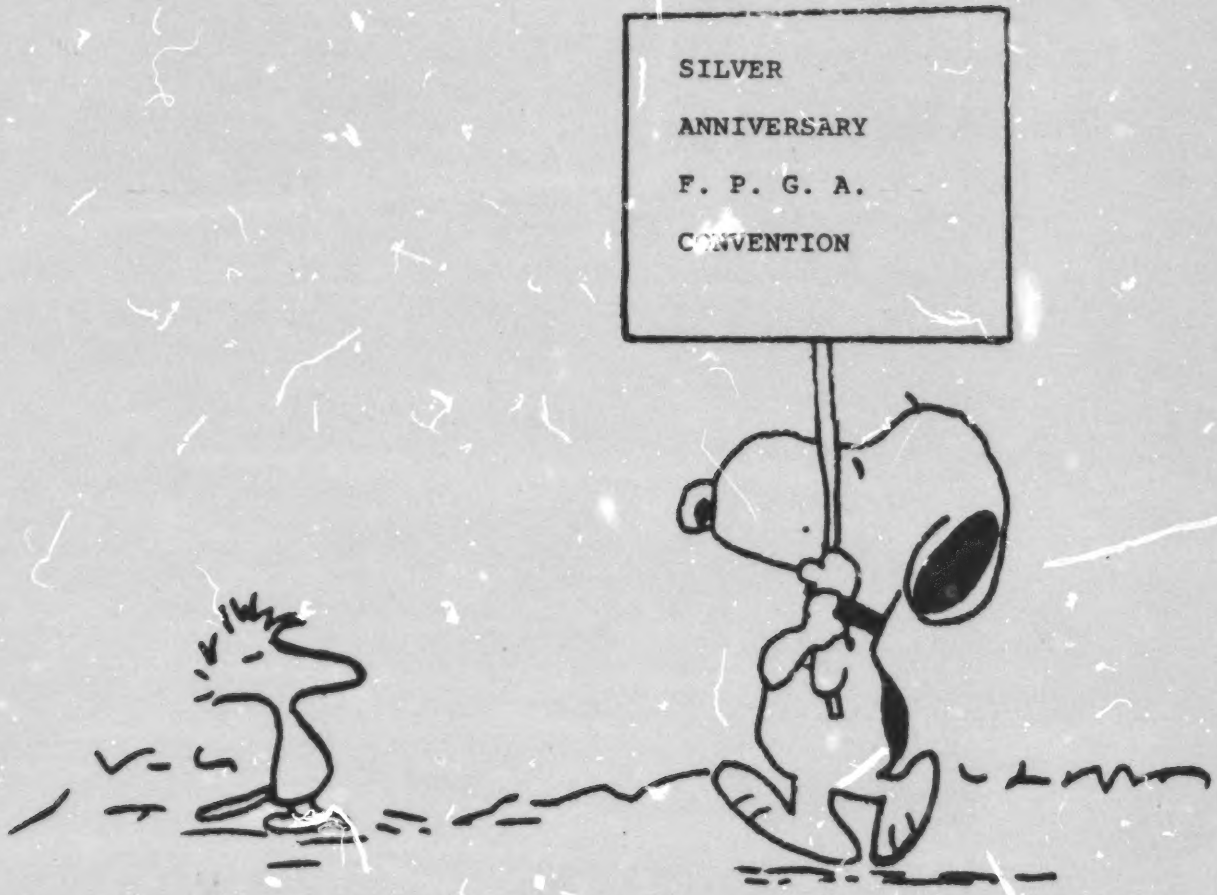
A PRESENTATION

FLORIDA PERSONNEL

AND

GUIDANCE ASSOCIATION



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ROBERT MEYER HOTEL

JACKSONVILLE, FLORIDA

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USING TRANSACTIONAL ANALYSIS IN CAREER DEVELOPMENT

PROGRAM GIVEN DURING FLORIDA PERSONNEL AND GUIDANCE ASSOCIATION, NOVEMBER 21-23, 1974.

SPONSOR: FLORIDA CAREER DEVELOPMENT ASSOCIATION

PRESIDING: MRS. IDA B. ZUCCA, GUIDANCE COORDINATOR

PRESENTERS:

Nancy Meyer - Counselor, Maitland Jr. High School
Maitland, Florida

Christine Thomas - Occupational Specialist, Maitland Jr. High School

Susan Key - Occupational Specialist, Stonewall Jackson Jr. High School, Orlando, Florida

SUMMARY:

Lectures, demonstrations and activities will show how the Orange County Career Development Program used Transactional Analysis techniques in spearheading Career Development Programs with teachers, parents and students.

UNDERSTANDING TRANSACTIONAL ANALYSIS

Introduction

and

Brief History and Background

HAVE FIRST SLIDE ON SCREEN

HI!

I am: Ida Zucca, Guidance Coordinator
Orange County Career Development Program

(Introduce all members)

Nancy Meyer, Guidance Counselor, Maitland Junior High School, Maitland, Florida.

Susan Key, Occupational Specialist from Stonewall Jackson Junior High - Orlando, Florida.

Christine Thomas, Occupational Specialist from Maitland Junior High - Maitland, Florida.

HAVE SLIDE #2 ON SCREEN (Orange County)

HAVE SLIDE #3 ON SCREEN

If you aren't already familiar with Transactional Analysis and some of its practical applications in the field of career development, we would like to introduce you to it.

Probably all of you have used T.A. techniques at one time or another without really calling them T.A. techniques. I have heard T.A. described as simply: heightening the awareness of your own good common sense -- a very apt description; for in T.A. there is no mystery or no magic -- simply, there is only you!

Transactional analysis is a simple and easily understood way of describing the nature and structure of human personality and of anlayzing the various transactions between individuals. In short, it is a tool used to better understand oneself and others.

T.A. was originally developed about 1954 by the late Dr. Eric Berne. He and his associates wanted an alternative to psychoanalysis. They wanted a therapy for the people. Dr. Berne said, "Let's cure patients, not just treat them."

Since that time, T.A. has been greatly expanded and refined and is now being developed and used with a wide range of problems -- some of which include: alcoholism, drug addiction, obesity, race relations, juvenile delinquency, prison therapy and education.

T.A. is universal in its application and its world-wide use. Students from more than 15 countries have carried its message and uses back to their homelands.

T.A. concepts are based, in part, on Freud's idea of a Superego, Ego and Id -- which compare to Berne's idea of a Parent, Adult and Child ego state. The much talked about concept of "games" are only a part of the T.A. system.

At this point, we also feel it would be important to note that Transactional analysis does not differ with or depart from other established systems, except in its emphasis!

We feel T.A. has great value in the newly opening field of career development, and this is why we wanted to share it and some of its uses with you.

Both educational and occupational information have meaning only insofar as such data is evaluated within the framework of what an individual knows about himself.

One word to the wise, however. T.A. does have great and potent possibilities to help people, but does need to be used wisely and with care.

Now, we'd like to go into a more detailed description of the T.A. concepts and wind up with some examples of its practical applications. . .

EGO STATES

PERSONALITIES WE ARE AWARE OF!

SHOW EGO STATES SLIDE ON SCREEN

Observation of spontaneous social activity reveals that from time to time people show noticeable changes in posture, viewpoint, voice, vocabularly and other aspects of behavior. These behavioral changes are often accompanied by shifts in feeling. In a given individual, a certain set of behavior patterns corresponds to one state of mind, while another set is related to a different attitude -- often quite inconsistent with the first. These changes and differences give rise to the idea of ego states.

In practical terms, an ego state is a system of feelings accompanied by a related set of behavior patterns. Each individual seems to have available a limited set of such ego states which are not roles but psychological realities. T.A. breaks them into 3 ego states.

SLIDE #5 ON SCREEN (BLANK SLIDE)

This diagram includes the total personality -- the Parent, Adult, and Child ego states. They are different and quite inconsistent with each other. This is how T.A. diagrams the ego states:

Parent Ego state develops soon after birth and resembles parental figures.

Child Ego state is present from birth and represents the feelings fixed in early childhood.

Adult Ego State: This ego state develops when the youngster starts to explore his environment (at about the age of 10 months) and consists of the data directed toward the objective appraisal of reality -- much like a computer.

If you stop and listen to the way the voices in your head express themselves, you'll be able to pick out these 3 different voices. Someone listening to this talk, for example, might respond with their Parent voice saying: "this is silly" or with their Adult voice by saying "I'll listen further before I make any judgments" or with their Child saying "hey, this is really neat."

Many people don't take the time to listen to what's going on in their heads. One reason they don't take the time to listen may be because they don't have the words (tools) to describe and understand what's happening. T.A. provides these tools.

As we try to develop self insight and greater understanding of others, we can see how significant these implications are.

All of us have had parents or substicute parents and we carry within ourselves a set of ego states of those parents (as we saw them) and we can activate those parent tapes under certain circumstances. "Everyone carries his parents around with him."

All of us (including children and even the mentally retarded) are capable of objective data processing if the appropriate ego state can be activiated -- everyone does have an adult.

All of us were once younger than we are now. We carry within us fixed relics of earlier years which will activate under certain circumstances; and again we can say that everyone carries a little boy or little girl around inside of him or her.

Ego states are normal physiological phenomena. The human brain is an organizer and its products are organized and stored in the form of ego states. Each type of ego state has its own vital value for the individual.

Learning about ego states is essential to understand the kind of communication that is going on and is a step toward effective communication. A knowledge of ego states can also help to distinguish between decisions made from the Parent ego state (based on memorized instructions), decisions from the Child ego state (made often without regard to any consequences -- ones made on impulse), or decisions made from the Adult (made after carefully considering all information available). Understanding ego states can aid in helping people make more informed choices and not choices made on impulse or by imitation.

NOW, LET'S EXPLORE IN MORE DETAIL THE THREE EGO STATES. . . . .

SHOW PARENT SLIDE ON SCREEN

The Parent ego state has two main functions. First, it enables the individual to act effectively as the parent of actual children, thus promoting the survival of the human race. Its value in this respect is shown by the fact that people from orphanages seem to have a harder time raising children than those from homes unbroken into adolescence. Secondly, it makes many responses automatic, which conserve a great deal of time and energy. Many things are done simply because "that's the way its done". This frees the Adult from the necessity of making innumerable trival decisions, so that it can devote itself to more important issues--leaving routine matters to the Parent.

As I mentioned before each ego state has its own set of words, phrases, etc. such as (in the Parent case):

SHOW MESSAGE SLIDE AND NEXT TWO ON SCREEN (3)

We are in the Parent ego state when we are reproducing the feelings, attitudes, behavior and responses of our parental figures. There are two ways to come on in the Parent ego state.

One way is the nurturing Parent:

SHOW NURTURINC PARENT SLIDE ON SCREEN (1)

Some of the ways to come on as nurturing are by being helpful, indulgent, affectionate or sympathetic. You might hear the nurturent Parent ego state saying:

"You still sound sick. Are you sure you should be in school today?"

OR

"I'm so sorry you didn't do well on your test. Here are some homemade cookies I made for you. I know you'll do much better next time."

OR

SHOW NURTURENT PARENT SLIDES ON SCREEN (2)

The other way to come on as a Parent is the Prohibitive or Critical Parent. Some ways to come on prohibitive are by being critical, blaming, fault finding, scornful, hostile, moralizing, righteous, tough or dogmatic.

SHOW CRITICAL PARENT SLIDE ON SCREEN (1)

Some prohibitive Parent examples would be:

"Take a bath!"

"Don't let that student in here unless he has a decent hair cut!"

OR

"I told you to have those papers in here on my desk by two o'clock--now, why aren't they here?"

OR STILL OTHER EXAMPLES MIGHT BE:

SHOW CRITICAL PARENT SLIDES ON SCREEN (4)

There are times when coming on as the prohibitive Parent is appropriate and there are also inappropriate times, such as the following example:

Charlie Brown talking to Lucy:

HAVE LIVE SCRIPT:

Lucy: "I'm worried about the little boy who sits in front of me at school. He cries every day. . . This afternoon, however, I tried to help him. . . I whacked him one on the arm."

Charlie: "You whacked him one on the arm?"

Lucy: "I think it helped -- there's nothing like a little physical pain to take your mind off your emotional problems."

- -

Parent tapes that tell us what we're going to be when we grow up can influence our career choices. Asking a little child what he wants to be when he grows up and then responding to what he says (verbally or non-verbally) is a way to instill the Parent tapes. The little child quickly learns to get approval by choosing what they want him to choose. You often hear parents saying:

"We expect you to be an engineer like your father."

"A real man works outdoors."

"You'd make a good little nurse."

OR"

"You're stupid and will never amount to anything."

Of course, there are the parents who were so careful not to "tape" their children. Their story might go something like this:

HAVE LIVE SCRIPT:

My wife and I were very careful not to give our little daughter Parent tapes about careers. We took her to a play on her third birthday. During the intermission, the director of the play called all the children who had birthdays that week to come up on the stage. My daughter went up on the stage and stood at the end of the line of birthday boys and girls. The director asked each of the children their name, age, and what they wanted to be when they grew up. All the children chose some specific career (doctor, teacher, nurse, etc.) except my daughter. When asked what she wanted to be, she said, "a kangaroo." Everyone laughed at this remark and I can remember feeling relieved that she was not asked what her daddy was.

The next day I purposely took her to the zoo. We took the same route in the zoo as always passing the elephants and ending up with the kangaroos. When we finally reached the kangaroos, we stopped to look at them. I pointed out that the house they lived in had no walls. She asked, "What happens when it rains?" I asked her to answer that and she said, "Some of them probably get wet." Then she observed that they must be cold in the winter. Trying to find something nice about their environment, she noticed that there was a lot of sand in their caged area. I acknowledged that fact but pointed out that they had no buckets or shovels. She stepped back from the cage and thought for awhile. Then she said, "You know, Daddy, I don't think I want to be a kangaroo after all." I started to pat myself on the back and then she said, "I want to be an elephant." I decided to leave well enough alone after hearing that remark.

Some Parent tapes can have a negative effect on our behavior, such as this scene. Charlie Brown and Linus are walking to school (Linus is dragging his blanket as usual).

HAVE LIVE SCRIPT:

Charlie Brown: "Another note from your Mother?"

Linus: "Yes, she likes to put them in with my lunch."

LINUS READS THE NOTE OUTLOUD: "Dear Son,

Are you studying hard today? Have you made the most of the morning hours? Your father and I want only the best for you, but you must do your part too. Don't fail us. . . .Be diligent. . . .

Lovingly,

Mom"

Charlie Brown: "I used to wonder why you sometime drag that blanket around with you, but now I think I know!"

Parent tapes can also have a positive effect on our behavior. The following example might show this:

Lucy is feeling all alone and goes to her psychiatrist's office. She carries on the following conversation with herself by playing the part of both the patient and the therapist by herself:

Lucy as patient: "I need some advice."

Lucy as therapist: "Good. That's what I'm here for."

Lucy as patient: "There's this boy I kind of like, see, but he never pays any attention to me. Is it because I'm so unattractive?"

Lucy as therapist: "Nonsense! You're a very beautiful young girl, and you shouldn't have to chase after anyone!"

Lucy as patient: "Do you really think so?"

Lucy as therapist: "Of course! Would I lie to you?"

SHOW ADULT SLIDE ON SCREEN

The Adult is necessary for survival. It processes data and computes probabilities which are essential for dealing effectively with the outside world. The Adult regulates the activities of the Parent and Child and mediates objectively between them.

The Adult ego state is the voice of reason. It comes on rational, factual, and without emotion; it is concerned with reality rather than with judgments or feelings. The Adult works like a computer -- gathering and analyzing data.

(5) SHOW ADULT MESSAGES SLIDE ON SCREEN WITH ALL ADDITIONAL ADULT SLIDES

Those people with strong Adults will be more able to tolerate future changes and will probably be the most able to adjust to the new patterns of living.

Some of the ways that are helpful in developing and maintaining a strong Adult are:

1) Learn to recognize how your Parent and Child ego states come on.
2) Count to 10 before you come on if you feel you're not coming on as the Adult.
3) When in doubt as to who is coming on, say nothing (you usually don't get in trouble that way).
4) Learn to recognize that almost everyone has some not OK feelings about himself and may come on prohibitive Parent to relieve these feelings.
5) Develop a philosophy that may help in decision making and by asking yourself: "What's important here."

SHOW CHILD SLIDE ON SCREEN (1)

Actually, the Child is in many ways the most valuable part of the personality and can contribute to the individual's life exactly like an actual child can contribute to family life; with charm, pleasure and creativity. If the Child in the individual is confused and unhealthy, then the consequences may be unfortunate, but something can and should be done about it.

The Child ego state consists of one's natural impulses and responds as our childhood behavior (don't confuse childhood with childish, however, since childish has connotations of undesirability). Some people say fun is your Child at work.

SHOW CHILD TAPES ON SCREEN (1)

There are 3 ways to come on in the Child ego state. Your free Child, your rebellious Child, and your adaptive Child.

SHOW FREE CHILD TAPE ON SCREEN (1)

Your free Child is coming on when someone is curious, loving, impulsive, having desires to explore and to know, and urges to touch, feel and experience. Many part of the free Child can be considered the most valuable aspects of the personality and can make the greatest contributions to vitality and happiness.

SHOW FREE CHILD SLIDES ON SCREEN (2)

SHOW REBELLIOUS SLIDE ON SCREEN (1)

The rebellious Child is, as it implies, an ego state full of rebelliousness, aggression, hate, anger, self-indulgent and self centered.

SHOW REBELLIOUS SLIDES ON SCREEN (2)

The adapted Child is the one who modified his behavior under parental influence.

SHOW ADAPTED CHILD SLIDE (1)

He behaves for his father and mother compliantly. Or he may adapt himself by withdrawing, whinning, feeling bad, procrastinate or confirm to rituals or standards. The parental influence is a cause and the adapted Child the effect.

SHOW ADAPTED CHILD SLIDES ON SCREEN (2)

The one problem with the Child is that he/she can find it hard to give up the belief in a "Santa Claus" and that he doesn't have the answer to whatever problem the person may have. One example of this may be found in Linus's letter to the Great Pumpkin.

SHOW SLIDE ON SCREEN AND READ ALONG (1) (BLANK SLIDE)

Dear Great Pumpkin:

I am looking forward to your arrival on Halloween night. I hope you will bring me lots of presents.

Everyone tells me you are a fake, but I believe in you.

Sincerely,

Linus Van Pelt

P.S.: If you really are a fake, don't tell me. I don't want to know.

- -

Knowing which ego state is coming on should not be something that is done all the time. Only one ego state can come on at any one time and staying in the Adult prevents the Parent or Child from coming on. Happiness, however, is having all the ego states in balance.

There are several ways to know who is the one in you.

First of all, you know how you feel (angry, sad, hurt or happy).

Second, realizing the words, postures, and gestures you use.

A third way is to figure out how you cause other people to act. If others are coming on in the Parent, you can bet your Child is "on" with you. This is what T.A. calls "hooking" another's ego state. Just by simple words and phrases from one ego state you can "turn on" another ego state in someone else.

All aspects of the personality have a high survival value. Each is entitled to equal respect and has its legitimate place in a full and productive life. Your Child, your Parent, and your Adult all have an equal place in your personality. Put them to good use!

LIFE POSITIONS

SCRIPTS WE LIVE BY!

SHOW LIFE POSITIONS SLIDE ON SCREEN (BLANK SLIDE)

How you feel about yourself can influence how you see your world which, in turn, influences your entire life.

Feeling OK means being worthwhile, being important to yourself and to others and being able to do what you need to do.

Everybody is OK when they are born (worthwhile, able and important). No negative tapes are recorded as yet in that portion of your brain. Nobody, as yet, has told you what's wrong with you and how many things you're doing wrong; how bad, mean, nasty, ugly, disobedient and uncooperative you are.

But after these parental influences have told you all those "wonderfuls", then at the ripe old age of 2 you say to yourself, "Holy cow, what a mess I am! Nobody loves me. Nothing I do pleases anyone. I am just a failure; a born loser! I couldn't have gotten this way all by myself in this short space of time. It must be that I was born a mess!"

And, that's only the start:

Now, Mom and Dad know all the answers, so they must be OK, but not me! So, at the ripe age of 3 you make a big decision, "even though I am not OK I won't let anybody else know. I'll keep a big smile on and I'll be good and do what they want me to, and that way they'll think I'm OK even though I know I'm not!

Then, on top comes our peers (our culture) telling us -- well, Johnnys great and neat, but that Billie, he's a real loser.

And then, people wonder how come so many of us often have feelings of being not OK?????

That little kid of 2 years of age made a decision that you and I are still believing. Some people let that little kid run their lives, and that's how come some of us see the world through different eyes.

Any individual when confronted with any life situation or social transaction usually consults his various mental tapes and uses his past recordings from one of his 3 ego states. This is his or her script to play the role by. This, in turn, gives rise to one of the four life positions:

These four life positions are:

1. "I'm not OK -- you're OK"
2. "I'm OK -- you're not OK"
3. "I'm not OK -- you're not OK"
4. "I'm OK -- you're OK"

At one time or another each and everyone of us has felt like he or she has been in each position. Sometimes we may be in several of these positions in one day. Let's take each life position and explain a little more about it.

In the following examples, we are talking of more excessive feelings than the average person -- this is to more easily demonstrate our point and make the examples more vivid.

SHOW I'M NOT OK, YOU'RE OK TITLE SLIDE

"I'm not OK -- you're OK": As we already gave examples, this life position often depicts the little person's view of himself.

It is believed that almost everyone has not OK feelings or beliefs of himself -- through childhood training or some very negative strokes (we will talk about strokes later in the discussion).

These people usually feel inferior to others and may try to withdraw. They often do not look at people when they talk. They are often depressed and in extreme cases, even suicidal.

SHOW SLIDES ON SCREEN (4)

Often this type of student, in the school situation, will cheat on tests or try to get others to do his work just as long as he will get the reward -- often flatters others to try to get flattery returned. He/she needs to get compliments. In general, lacks self confidence or praise.

SHOW "I'M OK, YOU'RE NOT OK" TITLE SLIDE (1)

These people feel superior to others and often may try to get rid of others. People around them feel talked down to and often uneasy in their presence. Most times other people do not like being around these "I'm OK -- you're not" people.

In school these students often are termed "stuck up" and later on in life usually do not make very good employers or employees; and in extreme cases, become criminals or delinquents.

SHOW SLIDES ON SCREEN (3)

SHOW "I'M NOT OK, YOU'RE NOT OK TITLE SLIDE (1)

These people feel not OK and also feel others are not OK. Many times these people have no real interest in life or in living. The not OK people may commit suicide or go crazy. They are often the professional synics of the world. In extreme cases these people should be watched and treated under professional care.

SHOW SLIDES ON SCREEN (3)

AND FINALLY, THE LIFE POSITION THAT TA RECOMMENDS FOR PEOPLE:

SHOW "I'M OK, YOU'RE OK TITLE SLIDE ON SCREEN

This is the I'm OK -- you're OK life position. These people feel OK about themselves and others and usually get along quite well with people. They can talk easily to people in the other positions and usually others can talk easily with them -- they are well liked.

These people have a healthy mental attitude and can solve peoblems constructively.

SHOW SLIDE ON SCREEN (1)

Basically, the first 3 positions are based on the feelings of the Child -- the last being based on the thoughts, decisions and actions of the Adult. Then, of course, there is this problem:

SHOW SLIDE ON SCREEN (1)

(No comment!)

- -

Some ways to achieve the last position are:

1) Give others sincere strokes.
2) Collect nice feelings and thoughts from others.
3) Have the Adult in charge of which ego state is coming on.
4) Don't let others turn on your critical Parent.
5) Don't collect harmful feelings and store resentment.
6) Really do decide that you and others are OK!

SHOW WE'RE ALL OK SLIDE ON SCREEN (1)

Because of time limitations, we won't cover transactions, but we have included the material in the handout. So, if you are interested in more information, please check your handout.

STROKES

GOOD AND BAD FEELINGS WE COLLECT!

SHOW STROKES SLIDE ON SCREEN (BLANK SLIDE)

Dr. R. Spitz found some years ago that infants deprived of handling tended at length to sink into an irriversible decline and are prone to succumb eventually to disease.

Actually, what he is saying is that emotional deprivation can have a fatal outcome. This gives rise to the idea of stimulus-hunger, and indicates that physical intimacy is one of the best forms of stimuli - not hard to believe on the basis of everyday experience.

In the adult, social deprivation may give rise to psychosis or at least to maladjustment. In a sense, stimulus hunger has the same relationship to survival as food hunger. In many ways, it parallels the hunger for food.

Small infants need physical handling to satisfy this stimulus hunger. The infant perpectually strives for the attainment of this physical stimulus. As the individual grows older, however, he learns to compromise. He learns to do with more subtle, even symbolic, forms of handling until the mere nod of recognition may serve the purpose. This process of compromise results as a partial transformation of the infants stimulus hunger into something T.A. terms recognition-hunger. As the complexities of compromise increase, each person becomes more and more individual in his quest for recognition, and it is these differences which lend variety to social interaction.

The general term for physical contact is called strokes. In practice, it takes many forms. Actually, any act implying recognition of another's presence is called strokes. We never stop needing strokes.

Strokes can be positive (the person receiving it gets OK feelings) or negative (the person receiving it gets not OK feelings).

Positive strokes can range in value from a nod of the head to the kinds of things that help a person to feel good, alive, alert, and important. This is achieved by expressing affectionate or appreciative feelings, being complemented or even just being listened to. These feelings, as expressed in T.A. terms, give you "warm fuzzies."

Negative strokes are given when someone is ignored, teased, humiliated, physically degraded, ridiculed or in some way discounted or "put down." These feelings give you "cold prickles."

Strokes can come in many varieties and forms. They can be physical (ranging from a handshake to more physical intimacy) or verbal (from a passing "Hi" to an "I love you") or merely any act of simple recognition of another's presence.

The best strokes of all are the ones we get for just being — simply just for being you!

Some ways people get positive strokes are attaining status, having OK friends, having the right clothes, belonging to the OK clubs, living in an OK house, etc.

For example: Charlie Brown returns from the principal's office. He is wearing a new safety patrol badge and says:

HAVE LIVE SCRIPT:

Charlie: "Ahem"

Classmate: Looks over and says: "Well, look at that? Charlie Brown has been put on safety patrol! How about that?"

Charlie: Says to himself: "Oh boy, everyone is looking at me. If this doesn't impress that little red-haired girl nothing will. When I got called to the office, I was a nobody -- now I'm a somebody with a badge!"

Other ways to get positive strokes might be:

Bragging (Now, look how OK I am!)

Feeling really needed by someone else.

Doing things to get approval from others. . .

Having others tell you that you're OK

OR

Silently patting yourself on the back.

For example: Picture, a quiet little lonely boy who is moving away, saying good-bye to a mere acquaintenance.

HAVE LIVE SCRIPT:

Lonely Boy: "Well, so long, Billie. . . It's been so nice knowing you."

OK boy: "Golly, Roy, its been great knowing you too. Sorry you're moving-- do have a really nice trip."

LITTLE LONELY BOY LEAVES AND OK BOY SAYS TO HIMSELF:

"For the first time in my life I feel I really helped someone. . .He was lonely and I felt I helped -- what a real accomplishment that was. . ."

- -

If you are not getting any strokes, you will soon feel any strokes are better than no strokes. Negative strokes from yelling, name calling, bossing, or even physical slaps are cold pricklies, but are actually better than no strokes at all.

People get negative strokes by:

1) Putting themselves down (boy, I sure did a lousely job on that. . .)

2) Being ignored.

OR

3) Being put down by others:

IMAGINE:

HAVE LIVE SCRIPT:

CHARLIE BROWN (WEARING BASEBALL CAP WITH ARM IN SLING) WALKING UP TO LUCY SAYING:

Charlie: "Well, I found out what's wrong with my arm -- I've got little leaguer's elbow."

Lucy: "You've got what?"

Charlie: "Little Leaguer's Elbow!"

Lucy: "Little leaguer's elbow -- ha! That's hard to believe -- a lousy player like you??"

- -

Quite a few people save stamps, right? You stick them in a book and save them till they are full and then cash them in on something you want.

Some people collect other kinds of stamps. T.A. calls these Gold Stamps (or your positive strokes) or Brown Stamps (for negative strokes).

These are the psychological accounts of various incidences and experiences stored on your brain tapes.

The more positive strokes you save the better you feel; the more negative strokes you save, the worse you feel.

If you want positive strokes you can choose to get them. The best strokes come from other people. You can get positive strokes by giving positive strokes to other people, but only if you feel they are sincere (false complements are negative strokes). Usually, in the process of giving, you get. . .

SHOW 2 GOLD STAMP SLIDES ON SCREEN (2)

Some people actually have a hard time accepting positive strokes, but sincere positive strokes (gold stamps) should be collected and saved for future use, and on those days when you are feeling not OK, pull out some of those gold stamps from your reserve account and start feeling OK again.

Brown stamps are received from hurt feelings which you keep inside. Remember, however, no one can make you feel inferior or NOT OK without your consent. It is possible not to accept negative strokes.

Actually, you have 3 choices you can do with brown stamps.

1) You can keep them. You can save enough brown stamps up to really have a "crazy" such as a temper tantrum or a fight (and usually you wind up "blowing-up" over nothing or to someone who actually didn't have anything to do with your not OK feelings).

In extreme cases, you can save up enough brown stamps and over a long enough period of time you can escape temporarily (or for a longer period of time) by withdrawing, drinking, drugs or even suicide.

2) Or, on the other hand, you can choose to throw away your brown stamps as soon as you get them or even choose not to print them at all. (3)

SHOW SLIDES ON BROWN STAMPS (2) (BLANK SLIDE)

Again, it follows, as with gold stamps, if you give a brown stamp, you often get one in return.

For example, remember Jackie Gleason's old TV show, "The Honeymooners" - - Jackie would say to his wife:

"I'm the boss, Alice, and don't you ever forget it! I'm the boss and you're nothing. Did you hear Alice? I'm the boss and you're nothing."

Alice would reply by saying . . .

"That's right, Ralph, you're the boss over nothing!"

Remember, sometimes people "discount" (give negative strokes) unintentionally. If you feel you were discounted; try to talk to that person and "clear the air". Awareness of the unintentional discounts you get and sometimes give can help you learn not to discount at all.

One way to use T.A. is to give lots of strokes. As we are growing up we are criticized a great deal. We're told by a lot of people what is wrong with us and hense we learn to criticize in return. We usually are never really taught how to tell people how nice they are or the good things they do or what we like about them. In fact, we get sort of embarrassed to hear it and get embarrassed to tell it.

Practice telling other people what you like or admire about them (but remember it must be sincere) and you'll soon find you are having an easier time with people and even with yourself!!!

TIME STRUCTURING

THE WAY WE USE TIME!

SHOW TIME STRUCTURING TITLE SLIDE (BLANK SLIDE)

We just talked about one of the basic needs of survival -- stimulus hunger. But after stimulus hunger and recognition hunger, what comes next? Or to use Dr. Berne's expression, "what do you say after you say hello?"

With much the same survival value as stimulus hunger comes structure-hunger, or in other words, how does an individual structure his waking hours. And to many people, nothing is more uncomfortable than a social hiatus -- some period of silence -- totally unstructured time when noone can think of anything interesting to say. Can you imagine getting together and winding up saying after a period of silence: "Gee, don't you think the walls are perpendicular tonight?"

The operational aspect of time structuring may be called programming. Programming has 3 aspects: material, social and individual.

Material programming: The most common, convenient, comfortable and utilitarian method of structuring time is by a project designed to deal with the materials of reality or being engaged in an activity. Material programming offer the motives for "stroking", recognition or other more complex forms of social interactions.

Social programming: This form of time structuring results in our more traditional ritualistic forms of social interactions. The chief criteria for social programming is the locally acceptable "good manners" for whatever part of the world you are in.

Finally, comes individual programming. Individual programming develops when people become better acquainted. Superficially individual incidents seem haphazzard occurrences, but careful analysis reveals that these incidents tend to follow definite patterns which can be classified and are governed by unspoken rules and regulations.

Stimulus and recognition hunger express the need to avoid sensory and emotional starvation -- both of which lead to biological deterioration. Structure hunger expresses the need to avoid boredom. If unstructured time persists for any length of time, boredom becomes synonymous with emotional starvation and can have the same consequences.

An individual can remain solitary even in the presence of others -- this every school teacher knows.

The goal of every individual is to obtain as many satisfactions as possible from his transactions with others. The more open he is, the more satisfactions he can obtain. There are many advantages of social contact. They are related to the following factors:

1) Relief of tension.

2) Avoidance of noxious situations.

3) Procurement of strokes.

4) Maintenance of an established psychic equilibrium.

An individual can structure his time in two major ways -- by activities or by fantasies.

Let's start with fantasies.

SHOW SLIDE ON FANTASIES

This is time spent in imagining things you might say or do -- daydreaming. Most everyone has at one time or another spent time in fanticizing.

Too much time spent in fantasies can lead to either temporary or lengthy withdrawal, however. The time should be structured perhaps into other activity patterns.

Now comes activities. Activities are broken down into 5 subsections -- rituals, activities, pasttimes, intimacy and games.

SHOW SLIDE ON RITUALS

The simplist forms of social activity are rituals. Some rituals are universal, some are only local, but all have to learned. Participating in rituals is important. It offers a safe, reassuring and often enjoyable method of structuring time. It provides a way to get strokes, but often avoids closeness.

Standard greetings and farewells are examples of rituals.

Typical is the American greeting ritual. Such as:

HAVE LIVE SCRIPT:

A) "HI"

B) "HI"

A) "Warm enough forya?"

B) "Sure is. Looks like rain, though."

A) "Well, take care of yourself."

B) "I'll be seeing you."

A) "So long."

B) "Bye"

It is readily apparent that this exchange is not intended to convey any real information, but it has improved each other's health (strokes for stroke bank) at least for the moment.

A third way to structure time is by getting involved in some procedure or activity.

SHOW ACTIVITY SLIDE ON SCREEN

This is more commonly known as work (a series of Adult to Adult transactions to get something done). Most of the time on a job is supposed to be structured this way.

SHOW SLIDE ON PASTTIMES (BLANK SLIDE)

Pasttimes are, as the name implies, passing time. Pasttimes are usually agreeable to the people involved (a way to get positive strokes) and also provides a means to get information.

People pass time by talking about topics such as sports, cars, sales on clothes, places they've been, mutual people they know, etc.

Pasttimes are typically played at parties or other social gatherings and may take the form "chit-chat" or become more serious -- argument.

Pasttimes take forms in all shapes and sizes and come in many varieties. Varieties such as "Ever Been", "What Became", "Kitchen", "Wardrobe", "Groceries", "Who Won", "P.T.A.", etc.

P.T.A., for example, might follow along the following lines. . .

HAVE LIVE SCRIPT:

A) "There wouldn't be all this delinquency if it weren't for broken homes."

B) "It's not only that. Even in good homes nowadays, the kids aren't taught manners the way they used to be."

OR YOU MIGHT HEAR:

A) "I just don't seem to have what it takes to be a good mother."

B) "NO matter how hard you try, they never grow up the way you want them to, so you have to keep working and wondering if you're doing the right thing."

Besides structuring time and providing mutually acceptable stroking for the parties involved, pasttimes form the basis for the selection of acquaintenances and may lead to friendship.

A fifth way to structure time is by having an intimate relationship with someone. Here we are speaking of intimacy -- not extecsy!

SHOW SLIDE ON INTIMACY

Two people who trust and accept one another -- who mutually express meaningful emotions without ulterior motives or reservations are having intimacy between each other --

Having an intimate relationship is the best way to satisfy the 3 basic needs of stimulation, time structuring and getting positive strokes. Most people don't have true intimate relationships because they don't trust and accept others and are afraid to express meaningful emotions. People just are not open with others.

There is a poem by Dag Hammorskjold who describes intimacy to a "T":

REACHING OUT TOWARD THE OTHER

The overtones are lost,
and what is left are conversations
which, in their poverty, cannot hide
the lack of real contact.
We glide past each other.
But why? Why --?
We reach out towards the other. In
vain -- because we have never dared
to give of ourselves.

Finally, the last way to structure time (and perhaps the one most written about) is games.

SHOW SLIDE ON GAMES (BLANK SLIDE)

The use of the word "game" might be misleading. It does not necessarily imply fun or enjoyment. According to Dr. Berne, a game is an "ongoing series of complimentary ulterior transactions progressing to a well-defined, predictable outcome."

For instance: If someone frankly asks for reassurance and gets it, that is not a game. However, if someone asks for reassurance, and after it is given turns it in someway to the disadvantage of the giver, that is a game. According to Dr. Berne, most games are dishonest and are played unconsciously by innocent people.

The essential feature of a game is its negative payoff. The main function of the opening move is to set up the situation for the payoff. The payoff in a game are feelings known as Brown stamps. Some of the feelings that are collected are hate, fear, anger, sadness, anxiety, inadequacy, resentment, triumph, guilt, and self-righteousness, and hostility. A negative payoff is the primary reason for playing games.

People play games for various reasons. Basically, they play games to win. They are played as a means of collecting strokes. The games are designed to get them strokes or make other people give them strokes because they don't feel they can collect the strokes any other way. Transactional games force others to stroke them.

Games usually occur between a Parent ego state and a Child ego state. People play games because their Child is angry, hurt, scared, or bored. The game "Why Don't You, Yes But" will help clarify what happens in games.

SHOW WHY DON'T YOU TITLE SLIDE

The players are Sue, a senior in high school, and one of her friends:

HAVE LIVE SCRIPT:

SUE I don't know what kind of job or training to get when I graduate from high school this year and I'm worried about not knowing.

FRIEND: Why don't you go to see your counselor? Maybe he has some suggestions.

SUE: Yes, but it's hard to get an appointment with him.

FRIEND: Why don't you try to make the appointment anyway? Maybe you'll get lucky.

SUE: Yes, but even if I make it, it wouldn't help because he's stupid and wouldn't have any real suggestions worth listening to.

FRIEND: Why don't you take some aptitude tests?

SUE: Yes, but I have a mental block when it comes to taking tests, and my scores are always lower than they should be.

FRIEND: Why don't you go to the library and check out some books that could help you?

SUE: Yes, but the books in our library are all out of date.

FRIEND: Why don't you go to a library where they have newer books?

SUE: Yes, but the information in books doesn't help me much. I'd rather see the job in person.

FRIEND: Why don't you go around the community and pay attention to the jobs people are doing?

SUE: Yes, but that would be hard to do and besides I wouldn't see the person doing the whole job.

FRIEND: Why don't you interview the people that do the work and ask them what they do?

SUE: Yes, but they might give me the wrong information.

FRIEND: Why don't you check out the information they give you with someone knowledgeable about the world of work?

SUE: Yes, but the only person I can think of that's knowledgeable about the world of work is my counselor and he's stupid. I guess I'll just have to wait and see what comes along after I graduate.

Sue sounds like she wants advice from her friend but she rejects all of her friend's solutions with a "yes, but". Her friend may feel dejected at having failed in helping Sue and Sue proved that her problem really has no solution. She was right, no problem can be solved by playing, "Why don't you, Yes but."

Sue and her friend sound as if they were coming on Adult but there are hidden messages involved. Sue was sending a hidden message from her Child (I can't handle this problem, please help me) to her friend's Parent. Her friend's Parent responds with a hidden message (I am wise and will help you--here's the solution) which she sends to Sue's Child. The friend's Parent has taken the bait and Sue's Child is going to show that the Parent isn't so smart after all.

Games are also played as a means to verify the OK or not OK feelings that people have about themselves and others. People also play games because it helps them structure their time; it gives them something to do. Games are also played to attract attention. The game of "Schlemiel" is a good example.

SHOW SCHLEMIEL SLIDE ON SCREEN (BLANK SLIDE)

Sue walks into class late. The teacher asks for a pass.

Sue stops next to Nancy's desk and searches in her purse for the pass. Just then Nancy's face lights up and she finds an interesting item in the book she wants to discuss. She raises her arm and hits Sue's purse.

"Oh, I'm so sorry" (pleads Nancy)

"That's all right" (says Sue) "Don't worry about it."

Nancy gets down and begins picking up the items from Sue's purse.

In the process she bumps Ida's desk so that her papers become scattered.

"Well, watch it, Nancy" (says Ida)

"I'm sorry I messed up your papers (says Nancy). Here let me help."

In trying to pick up Ida's papers she steps on her report and rips it up.

Ida says, "Honestly, Nancy, Can't you watch what you're doing? You have got to be the most clumsey person I know. I didn't write that report for you to rip it up!!"

Nancy puts on a silly grin and goes back to her seat muttering: "She doesn't have to be so snotty. It was only an accident."

Either way, Nancy wins. One way, she gets a "that's all right" permission from Sue. The other way she can feel treated unfairly by Ida and can complain that "It was only an accident". The payoff and the purpose of the game is to obtain the forgiveness which is forced by the apology.

SHOW ROLES SLIDE ON SCREEN (BLANK SLIDE)

Favorite roles are assumed in game playing. The incident we just saw is an example of a game where the game player has categorized others as either persecutor or rescuer. Each time Nancy does a Schlemiel, she will mess up something of someone else's. She will watch each response to each action to see how to categorize it. When Sue forgives her for spilling her purse she interprets the forgiveness as permission to do it again. When Ida gets angry over her report being ripped up, she interprets this as a persecutor remark that she will exploit as "unfair." Nancy takes the role of the victim.

To the charge of "unfair," the teacher should answer "true" or "I agree". This usually satisfies classroom Schlemiels.

There are four parts to a game: the hook, the maneuver, the gimmick, and the payoff. In "Why don't you, Yes but" for instance, the hook is "I've got a problem, what'll I do?" The maneuver is to get the person to make suggestions, then the gimmick is never to let them win, never to take their suggestions and always tell them why they won't work (put down). The payoff is defeating that person, putting him down and proving that he doesn't know what he is talking about.

Knowing the name of a game is not important. The important thing is recognizing that something is going on besides the obvious transaction. Then you know there is an ulterior motive and thus a game. Games are not in themselves bad and crooked. It is the payoff that determines what the game player is angling you to do. To avoid unpleasant games you can simply decline the opening move.

Most teacher-student games are Parent-Child transactions. An effective way to minimize game playing in the classroom is to spell out what the contract is for each person involved.

The teacher describes in writing the work needed for a certain grade. Anyone who wants to negotiate beforehand the amount of work to be done is welcomed. All students are notified of their progress weekly. The number of "You never told us" complaints drop significantly. Having a contract helps focus attention on the work to be accomplished.

The contract concept can also be used with person problem solving. The contract should contain how you will solve the problem, what you will do to carry out the solution and when you will do it.

In T.A. the steps to be considered in problem solving are:

1. Define the problem.

2. Use all ego states (Adult, Parent and Child) to get information relating to the problem. What do the Parent and Child have to say about the problem? Use the Adult to get as many facts as possible about the problem. Lable information fact, fiction or hunch.

3. Use all ego states to come up with possible solutions to the problem.

4. Decide on the solution that would have the most favorable outcome and make a contract with yourself to carry it out.

5. Implement the contract.

6. If you are not successful, go back to step one and start over.

For example:

1. Problem: Should I go to college?

2. Information relating to the problem:

Parent

a) The only way to be somebody in this world today is to get a college education. (fiction)

Child

a) I don't feel like going to college. (fact)

b) If I go to college, I could wear a neat looking college sweatshirt. (fact)

Adult

a) My parents expect me to go to college. (fact or hunch)

b) 80% of the jobs to be filled during the 1970's will not requite a 4-year college degree. (fact)

3. Possible solutions:

Parent

It's your duty to go to college even if you don't want to go (this is from the life position "I'm not OK - You're OK." You're OK, for you know what's best for me; I'm not OK, for I don't know what's best for me).

Child

I'll go to college and make my parent happy. ("I'm not OK - You're OK". I'm not OK, I'm not going to do what I want but will do what you want - You're OK.)

Adult

I seem best suited right now (having considered the facts) for the kind of work that secretaries do. I'll explain this to my parents. They love me and I love them. After hearing how I arrived at my decision, they will probably agree with me since they want the best for me. ("I'm OK - You're OK." I'm OK, I've thought of my options and have chosen what seems best for me; my parents love me and will understand, they're OK.)

4. Decide and make the contract:

I'm going to be a secretary. I will contact the Ace Business School first thing tomorrow and get the necessary forms to enroll. I'll tell my parents of my decision tonight. I'll start by telling them that I love them and that I've had a problem that I've given a lot of thought to. The problem is whether to go to college or not. After I tell them the facts, I'll say, "I've decided that the best thing for me is to be a secretary. I know you've had your heart set on my going to college. I hope you can understand my decision. Some people choose a career without giving it much thought. I've given a lot of thought to this problem. It's important to me that I be successful and I think its important to you that I be successful. I think my chances for success are best if I become a secretary.

5. Implement the contract:

Dealing with parents can sometimes not be easy.

a) Level with them.

b) Avoid crossed transactions unless you are crossing on purpose to hook the Adult.

c) Avoid ulterior transactions.

d) Give positive strokes.

There is no magic formula for utilizing T.A. techniques. T.A. is not something you can just tuck into your resource file and catalogue. You have to use T.A. everyday so it becomes part of you and not a technique. We can't stand up here and tell you exactly how to use this set of patterns and principles because each situation will be different.

But we can pretty well promise you that on Monday you'll encounter at least one person coming on as a Critical Parent type. You'll come across at least one very un-OK kid, and you'll probably get your chance to play two or three games.

So, that's when the memory bell inside you will go "ping", and you'll realize you've been operating in a transactional world all along. What's necessary now is a little research and a little application.

First, it is necessary to realize that student development and career development are mutual concerns. In order for a student to make accurate and meaningful judgments and decisions regarding careers it is necessary for him to develop to Adult thinking and to maintain an all-OK attitude. Throught your using T.A. principles, you may effectively help the student attain this maturity. Only when the student has attained this sort of Adult decision making abilities, then will you be able to aid the student in assimilating career information materials into possible career choices, vocational directions, and a meaningful, productive future for the student.

FLORIDA PERSONNEL AND GUIDANCE ASSOCIATION

25th ANNUAL CONVENTION

Jacksonville, Florida

UNDERSTANDING TRANSACTIONAL ANALYSIS

(A Brief Outline of Basic Concepts)

orange career development county

A NEED FOR CAREER EDUCATION ? ? ? ? ?

THE POOR SCHOLAR'S SOLILOQUY[1]

No, I'm not very good in school. This is my second year in the seventh grade and I'm bigger and taller than the other kids. They like me all right, though, even if I don't day much in the school room, because outside I can tell them how to do a lot of things. They tag me around and that sort of makes up for what goes on in the school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless you can name the book it comes out of. I've got a lot of books in my own room at home. . . books like Popular Science, Mechanical Encyclopedia and the Sear's and Ward's catalogues, but I don't very often just sit down and read them through like they make us do in school. I use my books when I want to find something out, like whenever mom buys anything second hand I look it up in Sear's and Ward's first and tell her if she's getting stung or not. I can use the index in a hurry to find the things I want.

In school, though, we've got to learn whatever is in the books and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of the Presidents. of course, I knew some of them like Washington and Jefferson and Lincoln, but there must have been thirty altogether and I never did get them straight. I'm not too sorry though because the kids who learned the Presidents had to turn right around and learn all the Vice-Presidents. I'm taking seventh grade over but our teacher this year isn't so interested in the names of the Presidents. She has us trying to learn the names of all the great inventors. The kids seem interested.

I guess I just can't remember names in history. Anyway, this year, I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horse power and number of forward and backward speeds of twenty-six American trucks, some of the Diesels, and I can spot each make a long way off. It's funny how that Diesel works. I started to tell my teacher about it last Wednesday in Science class when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what a Diesel engine had to do with our experiment on air pressure, so I just kept still. The kids seemed interested enough though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tearing a big Diesel truck down. Boy, does he know his stuff.

I'm not very good in geography either. They call it economic geography this year. We've been studying the imports of Chile all week, but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer truck down state two hundred miles and we brought ten tons of stock to the Chicago market.

He had told me where we were going and I had to figure out the mileage. He didn't do anything but drive and turn where I told him to. Was that fun! I sat with a map in my lap and told him to turn south or southwest or some other direction. He made seven stops and drove over five hundred miles around trip. I'm figuring now what his oil cost and also the wear and tear on the truck. He calls it depreciation--so will know how much we made.

I even write out all the bills and send letters to the farmers about their pigs and beef cattle bought at the stockyards. I only made three mistakes in seventeen letters last time, my aunt said--all commas. She's been through high school and reads them over and over. I wish I could write school themes that way. The last one I had to write was on. "What a Daffodil Thinks of Spring," and I just couldn't get going.

I don't do very well in school in arithmetic either. Seems like I just can't keep my mind on the problems. We had one the other day like this:

> If a 57 foot telephone pole falls across a cement highway so that 16 1/6 feet extend from one side and 14 9/17 feet from the other, how wide is the highway?

That seemed to me like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Even in ship I don't get very good grades. All of us kids made a broom holder and a bookend this term and mine were sloppy. I just couldn't get interested. Mom doesn't use a broom any more with her new vaccum cleaner and all our books are in a bookcase with glass doors in the parlor. Anyway, I wanted to make an end gate for uncle's trailer but the shop teacher said that meant using metal and wood both and I'd have to learn how to work with wood first. I didn't see why, but I kept still and made a tie rack at school and the tail gate after school at my uncle's garage. He said I saved him $10.00.

Civics is hard for me, too. I've been staying after school trying to learn the "Articles of Confederation," for almost a week because the teacher said we couldn't be good citizens unless we did. I really tried, because I do want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the south end of town have been clearing up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist Home. I made the jungle gym from old pipe and the guys made me Grand Mogul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I'm fifteen and I'm sort of anxious to because there are a lot of things I want to learn how to do and, as my uncle says, I'm not getting any younger.

WHO AM I?

WHERE AM I GOING?

HOW AM I GETTING THERE?

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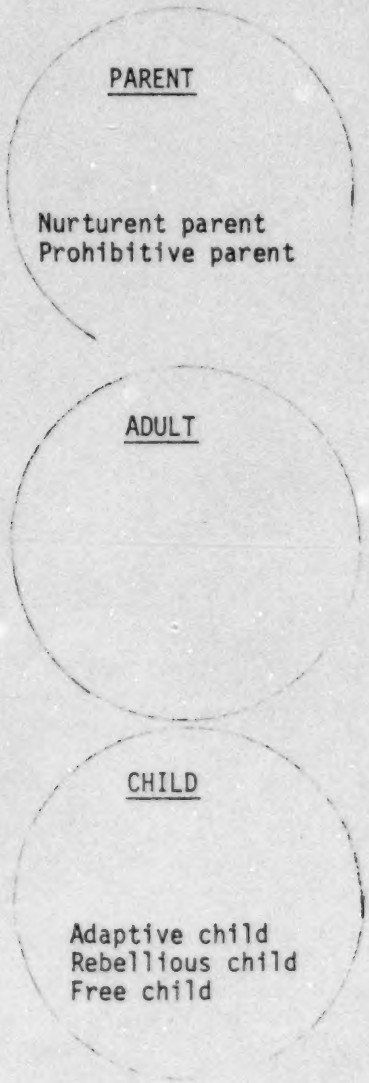
[1]By Stephen H. Cory, Professor of Education, University of Chicago.

EGO STATES

(Personalities We Develop)

EGO STATES

Ego State: one of the three parts of the personality which at any given time is in control of a person's behavior.



Contains unquestioned material taught and demonstrated.

Contains data acquired by exploration and testing.

Contains all feelings and emotions of o.k. and not so o.k. feelings of oneself.

THE PERSONALITY

Parent: an ego state representing the directive parts of the personality which has recorded the dictates of the actual parents as perceived by the little person at an early age.

Adult: an ego state representing the rational part of the personality which solves problems, using both internal and external data.

Child: the ego state representing the emotional part of the personality. It has recorded the emotions experienced by the little person at an early age.

LIFE POSITIONS

(Scripts We Live By)

LIFE POSITIONS

Life Positions: decisions about the values a person has of himself and the world around him. It underlies and influences his every thought and action.

Life positions are derived from early parental influences, childhood decisions on ones own self worth and cultural scripts.

Types of Positions and Characteristics

Based on adult like feelings

1. "I'm OK -- You're OK"
   a. mentally healthy individual
   b. solves problems constructively
   c. based on thoughts, decisions & actions of the adult

2. "I'm OK -- You're not OK"
   a. blames others
   b. feels superior
   c. delinquents and criminals

Based on child like feelings

3. "I'm not OK -- You're OK"
   a. feels inferior and powerless
   b. withdrawn and depressed
   c. suicidal

4. "I'm not OK -- You're not OK"
   a. loss of interest in life and living
   b. schizoid behavior
   c. also suicidal

TRANSACTIONS

(Communications We Make)

TRANSACTIONS

Because of our limited time, we have had to leave transactions out of our presentation. But because of its importance to T.A. and to your understanding and possible use of T.A. we have included this brief explanation of it in our handout.

Transactions: any act recognizing or implying the recognition of another -- in other words, the communications we make.

In communications with others, we expect complementary social transactions or straight communications. However, there are many more possibilities. Following is a brief explanation of the most common types of transactions and how they are analyzed.

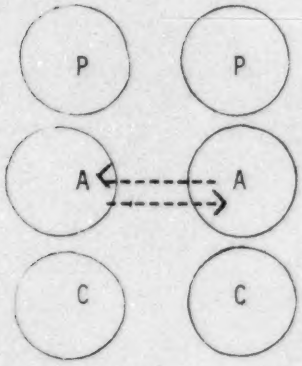
- - - - - - - - - - -

The various possibilities are analyzed by determining which ego state said what to which ego state in each person. This is shown below by drawing arrows from one ego state to another.

Complementary Transactions

A transaction is complementary (parallel) when the lines drawn are parallel (the ego state spoken to, responds to the ego state speaking). Simple complementary transactions most commonly occur in superficial working and social relationships. This is the type of transaction where people make themselves understood and get an answer that makes sense; open communications occur.

examples

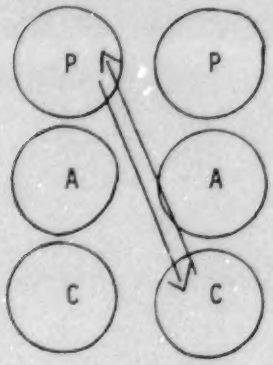


Counselor Student

Student: Miss Jones, may I come to see you about a problem at 2:00?

Counselor: Yes, Jane, that would be a good time.

Complementary transactions: con't.



Counselor Student

Counselor: Bring me your test immediately!

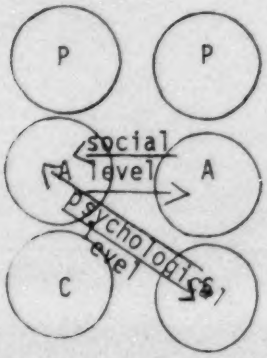
Student: Yes, Sir.

Ulterior Transactions

Ulterior (dual) transactions are rather complex. These involve the activity of more than two ego states simultaneously. The ulterior transaction has a hidden message in it -- usually more important than the direct message.

Hidden messages many times are communicated non verbally (by facial expressions, other body language or various other actions).

Sometimes to get back to complementary transactions you must ask the person if there was a hidden message in what he said or ask him if he received one in what you said. You can then clarify your intensions and proceed with straight communications.



Salesman Housewife

Salesman: This vacuum cleaner is better, but you can't afford it.

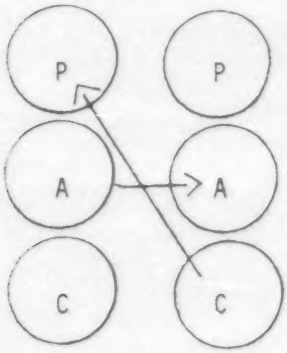
Housewife: That's the one I'll take!

Crossed Transactions

When the freely flowing lines of communication are stopped or change direction, we say a crossed transaction has occurred. The lines between the ego states are no longer parallel.

Crossed transactions usually reflect an unexpected response resulting in a source of resentment with two people feeling uneasy, puzzled or mad.

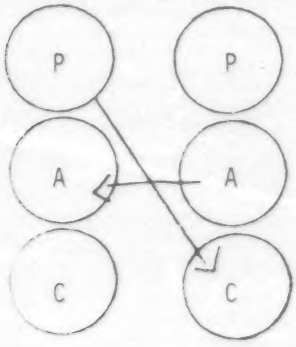
The two most common types of crossed transactions and the ones which cause the most communication problems are illustrated below:



Counselor Student

Counselor: You look tired today, Johnny.

Student: Why are you always picking on me?



Counselor Student

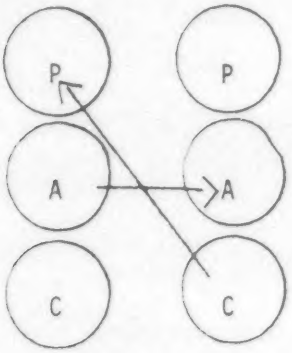
Student: Can you help me fill out my time sheet?

Counselor: Now you've done that enough times; what's the matter with you anyway?

Crossed transactions: con't.

These types of crossed transactions are ones to stay away from. However, there are exceptions to the rule when transactions are crossed purposely in order to communicate with another ego state of the person.

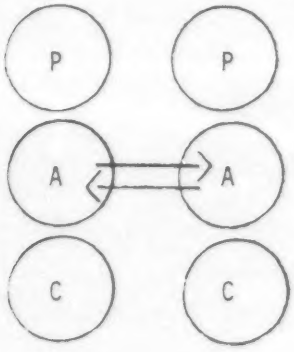
The following shows an example of a purposefully crossed transaction and its favorable outcome (not all purposefully crossed transactions have favorable outcomes, however).



Counselor Student

Student: Miss Jones hurt my feelings in class today (tears in eyes).

Counselor: Now, what are you going to do about it?



Counselor Student

Student: (after a long pause) I guess I'll just forget about it.

Counselor: That sounds like a good idea; particularly since you know she just came back to school after a long illness.

Locked Transactions

Most people find themselves, at times, in what T.A. calls the locked transaction--this seems to go on interminably. This is the type of situation in which the respondent of the communication is always on the defensive and is constantly explaining.

In the locked transaction, "A"s attempt to handle the situation usually ends up with a variation of a child statement. "B"s responses, no matter how "reasonably sounding", are variations of the parent statement.

In many cases, the Adult can choose to ignore the "hook" and let the comment pass. Rare, however, is the person who hasn't been hooked in a locked transaction or feels the "irresistible urge" of a hook and needs to do something to switch off that transaction once and for all.

There are options to help you get out of the locked transaction. The purpose is to change what is being said and going on and get free in whatever way is possible. One or both persons must change their ego states. The following four ways must be met.

1) One or both ego states must change: One person must either unhook himself from his own ego state and switch to another or actually hook a different ego state in another person.

2) Transactions must be crossed: Parent to child transaction can be crossed, for example, by a child to child reply, adult to adult, etc.

3) Subject must change:

4) Previous topics will be forgotten: This goes along with change of subject and ego state.

The use of all ego states is valid; the timing and manner of their use determines their effect.

These examples just show the variety of ego states in all of us and how to reveal different sides of our personalities and how to appeal to the different sides of others. This gives a variety of tools to create better communications.

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Transaction: an encounter between two persons consisting of any number of interactions which can be described and analyzed.

Transactional stimulus: If two or more people meet each other sooner or later one of them will speak, or give some indication of acknowledging the presence of others. This is called the transactional stimulus.

Transactional response: another person will then say or do something related to this stimulus. This is called the transactional response.

STROKES

(Good and Bad Feelings We Collect)

STROKES

Strokes: any act implying recognition of another's presence; either verbal or physical; either positive or negative.

SAVE GOLD STAMPS!

THROW AWAY BROWN STAMPS!

THE WARM FUZZIES AND COLD PRICKLIES

A Fairy Tale of Positive and Negative Strokes

Once upon a time, a long time ago, there lived two very happy people called Tim and Maggie with two children called John and Lucy. To understand how happy they were, you have to understand how things were in those days. You see, in those happy days everyone was given at birth a small, soft, Fuzzy Bag. Anytime a person reached into this bag he was able to pull out a Warm Fuzzy. Warm Fuzzies were very much in demand because whenever somebody was given a Warm Fuzzy it made him feel warm and fuzzy all over. People who didn't get Warm Fuzzies regularly were in danger of developing a sickness in their back which caused them to shrivel up and die.

In those days it was very easy to get Warm Fuzzies. Anytime that somebody felt like it, he might walk up to you and say, "I'd like to have a Warm Fuzzy." You would then reach into your bag and pull out a Fuzzy the size of a little girl's hand. As soon as the Fuzzy saw the light of day it would smile and blossom into a large, shaggy, Warm Fuzzy. You then would lay it on the person's shoulder or head or lap and it would snuggle up and melt right against their skin and make them feel good all over. People were always asking each other for Warm Fuzzies, and since they were always given freely, getting enough of them was never a problem. There were always plenty to go around and as a consequence everyone was happy and felt warm and fuzzy most of the time.

One day a bad witch became angry because everyone was so happy and no one was buying her potions and salves. This witch was very clever and she devised a very wicked plan. One beautiful morning she crept up to Tim while Maggie was playing with their daughter and whispered in his ear, "see here, Tim, look at all the Fuzzies that Maggie is giving to Lucy. You know, if she keeps it up, eventually she is going to run out and then there won't be any left for you."

Tim was astonished. He turned to the witch and said, "Do you mean to tell me that there isn't a Warm Fuzzy in our bag every time we reach into it?"

And the witch said, "No, absolutely not, and once you run out, that's it. You don't have any more." With this she flew away on her broom, laughing and crackling hysterically.

Tim took this to heart and began to notice every time Maggie gave up a Warm Fuzzy to somebody else. Eventually he got very worried and upset because he liked Maggie's Warm Fuzzies very much and did not want to give them up. He certainly did not think it was right for Maggie to be spending all her Warm Fuzzies on the children and on other people. He began to complain every time he saw Maggie giving a Warm Fuzzy to somebody else, and because Maggie liked him very much, she stopped giving Warm Fuzzies to other people as often, and reserved them for him.

The children watched this and soon began to get the idea that it was wrong to give up Warm Fuzzies any time you were asked or felt like it. They too became very careful. They would watch their parents closely and whenever they felt that one of their parents was giving too many Fuzzies to others, they also began to object. They began to feel worried whenever they gave away too many Warm Fuzzies. Even though they found a Warm Fuzzy every time they reached into their bag, they reached in less and less and became more and more stingy. Soon people began to notice the lack of Warm Fuzzies, and they began to shrivel up and occasionally, people who die from lack of Warm Fuzzies. More and more people went to the witch to buy her potions and salves even though they didn't seem to work.

Well, the situation was getting very serious indeed. The bad witch who had been watching all of this didn't really want the people to die so she devised a new plan. She gave everyone a bag that was very similar to the Fuzzy Bag except that this one was cold while the Fuzzy Bag was warm. Inside of the witch's bag were Cold Pricklies. These Cold Pricklies did not make people feel warm and fuzzy, but made them feel cold and prickly instead. But, they did prevent people's backs from shriveling up. So from then on, every time somebody said, "I want a Warm Fuzzy," people who were worried about depleting their supply would say, "I can't give you a Warm Fuzzy, but would you like a Cold Prickly?" Sometimes, two people would walk up to each other, thinking they could get a Warm Fuzzy, but one or the other of them would change his mind and they would wind up giving each other Cold Pricklies. So, the end result was that while very few people were dying, a lot of people were still unhappy and feeling very cold and prickly.

The situation got very complicated because, since the coming of the witch, there were less and less Warm Fuzzies around, so Warm Fuzzies, which used to be thought of as free as air, became extremely valuable. This caused people to do all sorts of things in order to obtain them. Before the witch had appeared, people used to gather in groups of three or four or five, never caring too much who was giving Warm Fuzzies to whom. After the coming of the witch, people began to pair off and to reserve all their Warm Fuzzies for each other exclusively. If ever one of the two persons forgot himself and gave a Warm Fuzzy to someone else, he would immediately feel guilty about it because he knew that his partner would probably resent the loss of a Warm Fuzzy. People who could not find a generous partner had to buy their Warm Fuzzies and had to work long hours to earn the money. Another thing which happened was that some people would take Cold Pricklies - which were limitless and freely available - coat them white and fluffy and pass them on as Warm Fuzzies. These counterfeit Warm Fuzzies were really Plastic Fuzzies, and they caused additional difficulties. For instance, two people would get together and freely exchange Plastic Fuzzies, which presumably should make them feel good, but they cam away feeling bad instead. Since they thought they had been exchanging Warm Fuzzies, people grew very confused about this, never realizing that their cold prickly feelings were really the result of the fact they had been given a lot of Plastic Fuzzies.

So the situation was very, very dismal and it all started because of the coming of the witch who made people believe that some day, when least expected, they might reach into their Warm Fuzzy Bag and find no more.

Not long ago a young woman with big hips born under the sign of Aquarius came to this unhappy land. She had not heard about the bad witch and was not worried about running out of Warm Fuzzies. She gave them out freely, even when not asked. They called her the Hip Woman and disapproved of her because she was giving the children the idea that they should not worry about running out of Warm Fuzzies. The children liked her very much because they felt good around her and they too began to give out Warm Fuzzies whenever they felt like it. The grown-ups became concerned and decided to pass a law to protect the children from depleting their supplies of Warm Fuzzies. The law made it a criminal offense to give out Warm Fuzzies in a reckless manner. The children, however, seemed not to care, and in spite of the law they continued to give each other Warm Fuzzies whenever they felt like it and always when asked. Because there were many, many children, almost as many as grown-ups, it began to look as if maybe they would have their way.

As of now it is hard to say what will happen. Will the grown-up forces of law and order stop the recklessness of the children? Are the grown-ups going to join with the Hip Woman and the children in taking a chance that there will always be as many Warm Fuzzies as needed? Will they remember the days their children are trying to bring back when Warm Fuzzies were abundant because people gave them away freely?

TIME STRUCTURING

(The Way We Use Time)

TIME STRUCTURING

REACHING OUT TOWARD THE OTHER

by

Dag Hammarskjold

The overtones are lost,
and what is left are conversations
which, in their poverty, cannot hide
the lack of real contact.
We glide past each other.
But why? Why -- ?
We reach out towards the other. In
vain -- because we have never
dared to give of ourselves.

GAMES

I. DEFINITION

A. A game is a series of transactions by which a person habitually tries to manipulate others.

II. BASIC ELEMENTS

A. Their ulterior quality
B. The payoff or culmination

III. CHARACTERISTICS

A. 2 levels - one obvious, the other ulterior
B. Occur over and over again
C. Prevent honest, intimate and open relationships
D. No two games exactly alike
E. Every games is bascially dishonest
F. Favorite roles are assumed
   1. Rescuer (I'm OK - You're Not OK)
   2. Persecutor (I'm OK - You're Not OK)
   3. Victim (I'm Not OK - You're OK)

IV. PARTS OF A GAME

A. Hook
B. Maneuver
C. Gimmick
D. Payoff

V. STAGES IN A GAME

A. A First-Degree Game - socially acceptable
B. A Second-Degree Game - players would rather conceal from the public; no permanent damage occurs
C. A Third-Degree Game - played for keeps---ends in a courtroom, hospital or morgue

VI. WHY PEOPLE PLAY GAMES

A. Basically, to win
B. As a means of collecting stamps
C. Their Child is angry, hurt, scared, or bored
D. To attract attention
E. As a means to verify the OK or Not OK feelings they have about themselves and others
F. Helps structure time; gives them something to do

VII. THE PLAYERS

A. Many games are played most intensely by disturbed people
B. Life Games are played with the greatest convictions by 2 classes of people
   1. the Sulks: men---angry with their mothers; women---angry with their fathers
   2. the Jerks or Squares: people who are overly sensitive to parental influences

VIII. TYPES OF GAMES (and some examples)

A. Life Games
   1. "Debtor"
   2. "Kick Me"
   3. "Alcoholic"

B. Party Games
   1. "Schlemiel"
   2. "Ain't It Awful"
   3. "Why Don't You - Yes But"

C. Marital Games
   1. "If It Weren't For You"
   2. "Harried"
   3. "Look How Hard I've Tried"

D. Sexual Games
   1. "Let's You and Him Fight"
   2. "Rapo"
   3. "Uproar"

E. Consulting Room Games
   1. "I'm Only Trying to Help"
   2. "Greenhouse"
   3. "Stupid"

F. Underworld Games
   1. "Cops and Robbers"
   2. "How Do You Get Out of Here"
   3. "Let's Pull A Fast One On Joey"

G. Good Games
   1. "Happy to Help"
   2. "They'll Be Glad They Know Me"
   3. "Busman's Holiday"

IX. WAYS TO AVOID GAMES

A. Give straight messages rather than ulterior ones
B. Give positive strokes rather than negative ones

SUGGESTED READINGS ON T.A.

If you might be interested in gaining further insight into just what T.A. is, its concepts, further uses, and problem-solving potentials, we suggest (among others) the following material.

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